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ABSTRACT

The mechanisms and issues in literacy are identified and analyzed as they relate to bilingualism. A wide range of current theory and research is synthesized, and concrete suggestions are made concerning the development of literacy skills in bilingual classrooms. The book is divided into nine chapters. The first chapter discusses varying perspectives on and definitions of literacy: functional, cultural, and critical. The second chapter reviews current and traditional models of reading and writing, providing a detailed analysis of the mechanisms related to processing texts, and discussing ways in which reading and writing are related. Chapter 3 defines bilingualism, examining language proficiency, first- and second-language acquisition, the relationship between proficiency and literacy, and language transfer. Chapter 4 focuses on instructional programs using more than one language for instruction. The fifth chapter addresses the relationship between bilingualism, intelligence, and cognitive development. Chapter 6 looks at a range of topics related to teaching English in a meaningful context. Chapter 7 deals specifically with reading instruction, and chapter 8 examines writing instruction using the classroom as a writing workshop. Finally, chapter 9 discusses the use of the paraprofessional in a bilingual program. A bibliography of over 300 items is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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